

ACADEMIC SESSION 2012-2013

Name:

Grade: MYP-1

Subject: Humanities

Time duration: 1 hour 20 minutes

Criteria for Assessment:

Criteria A: Knowing and understanding

Criteria B: Investigating

Criteria C: Thinking critically

Part A

Year	Production (Lakh tonnes)	Imports (Lakh tonnes)	Exports (Lakh tonnes)	Total Availability (Lakh tonnes)
1938	85	—	—	85
1939	79	04	—	83
1940	82	03	—	85
1941	68	02	—	70
1942	93	—	01	92
1943	76	03	—	79

Source: Sen, A.K. 1981 Page 61

Production of Rice in the Province of Bengal

1. Some people say that the Bengal famine happened because there was a shortage of rice. Study the table and find out whether you agree with the statement?
2. Which year shows a drastic decline in food availability?
3. Observe the picture 4.1 and write what you understand from this picture?



Picture 4.1 Starvation victims arriving at a relief centre, 1945.



Picture 4.2 During the Bengal Famine of 1943, a family leaves its village in Chittagong district in Bengal.

4. Which age group is seen in the first picture?
5. What could have been the source of livelihood of the people, (shown in two pictures) before the occurrence of famine? (Write your answer in context of a village)

6. Write few lines about an incident in which you had helped such victims (in the form of money, food, clothes, medicines etc) or observed someone doing the same.

Part B

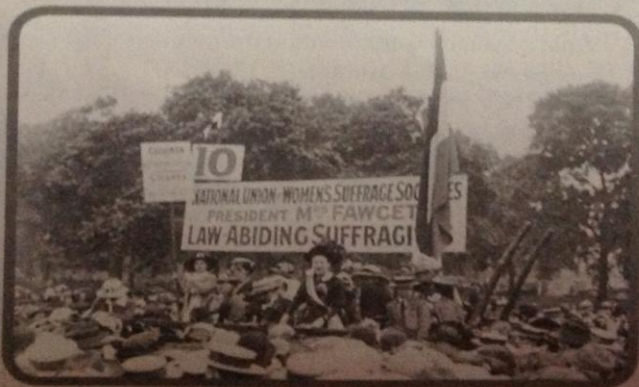
Case Study 1

Samdulari, got up earlier than her usual time. She finished all the household work, did her *puja*, cooked food and took out a new starched *sari* to wear. She left home at about 9:00 am and hurried towards the polling booth. She was thinking, for anything in the world, she would not miss her chance to cast the vote. After all, it was her right to decide who would form the government. Going to the polling booth was like a festival for her where she wore new clothes, which she could not afford otherwise. It indicates the importance of elections for her.

Case Study 2

Women and poor across the globe had to struggle for their rights particularly the voting rights. The movement of women to acquire voting rights is termed as the **women's suffrage movement**.

Women in France struggled for their voting rights and finally won it in 1946. Similarly women in UK and the USA



Early movement for women suffrage

also had to struggle. It was during the First World War that the merits of the women were realised. At that time it was believed that a women's right place is at home where she should look after the children. Politics and all activities outside the home were left to the men. But during the war, the situation changed. Men were out fighting and the task of earning the bread fell upon the women. They started organising and managing different kinds of work. They were involved in taking important decisions. People realised that they had unnecessarily stereotyped women.

Women started demanding the voting right for all women. Such women were known as suffragettes. Finally, their efforts yielded result and women were given voting right in America in 1920 and in UK in 1928. Even today women at some places like Saudi Arabia are denied voting rights.



Women waiting to cast vote

At other places too, people struggled to establish democracy and introduce universal adult franchise. France, for example, gave voting rights after French Revolution of 1789 only to those men over 25 years of age who owned property or wealth. Women and men below 25 years as well as poor were excluded from casting their votes. It was only in 1946 that universal adult franchise was introduced in France.

Continue.....➔

7. From the case study 1 and 2, why voting is important and what countries which type of government favors' voting system.
8. Explain the main features of democratic government. Give example of such a country and explain how democracy helps for building a better society.

Criteria A: Knowing and understanding

Achievem ent level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below
1-2	The student: <ul style="list-style-type: none"> • recognizes some humanities vocabulary • shows basic knowledge and understanding of facts and ideas through some descriptions and/or examples.
3-4	The student: <ul style="list-style-type: none"> • uses some humanities vocabulary • shows knowledge and understanding of facts and ideas through simple descriptions, explanations and examples.
5-6	The student: <ul style="list-style-type: none"> • uses relevant humanities vocabulary often accurately • shows good knowledge and understanding of facts and ideas through descriptions, explanations and examples.
7-8	The student: <ul style="list-style-type: none"> • uses relevant humanities terminology accurately • shows detailed knowledge and understanding of facts and ideas through descriptions, explanations and examples.

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • formulates a very general research question • makes a limited attempt to follow an action plan to investigate a question • collects and records limited information, not always in line with the research question • makes a limited attempt to address the research question.
3-4	The student: <ul style="list-style-type: none"> • formulates an adequate research question • partially follows an action plan to investigate a research question • uses a method or methods to collect and record some information in line with the research question • Partially addresses the research question..
5-6	The student: <ul style="list-style-type: none"> • The student: • formulates a clear research question • satisfactorily follows an action plan to investigate a research question • uses methods to collect and record appropriate information in line with the research question • Satisfactorily addresses the research question.
7-8	The student: <ul style="list-style-type: none"> • formulates a clear and focused research question • follows an action plan effectively to investigate a research question • uses methods accurately to collect and record appropriate and varied information in line with the research question • effectively addresses the research question

Criterion C: Thinking Critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> • makes a limited attempt to analyze concepts, events, issues, models or arguments • recognizes the origin and purpose of some sources, as well as some values and limitations of sources • identifies different perspectives • makes connections between information in a limited attempt to make simple arguments.
3-4	completes a simple analysis of concepts, events, issues, models or arguments <ul style="list-style-type: none"> • describes sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and suggests some of their implications • makes connections between information to make simple arguments.
5-6	completes a satisfactory analysis of concepts, events, issues, models or arguments <ul style="list-style-type: none"> • satisfactorily demonstrates an ability to analyse and evaluate sources in terms of origin and purpose, recognizing values and limitations • recognizes different perspectives and their implications • makes connections between information in order to make valid arguments.
7-8	completes a detailed analysis of concepts, events, issues, models or arguments <ul style="list-style-type: none"> • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • clearly recognizes a range of different perspectives and their implications • makes connections between information to make valid and well supported arguments.

Criteria assessed	Maximum level	Level achieved
A: Knowing and understanding	08	
B: Investigating	08	
C: Critical thinking	08	

Teacher's comments:

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Student's reflection:

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The students of MYP 2 today performed a drama on Ramayana and a dance on the occasion of Diwali as a part of their class assembly. Speech on the significance and origin of Diwali and the reason of its celebration is not only in India but also around the globe. They also presented a skit on "Ramayana" highlighting the wonderful virtues that Rama possessed and finally delivers the magnificent result that one gains out of all these good qualities. At last they presented dance symbolizing the journey from darkness to light.